

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).

Swimming Data for Sport Premium Funding 2020 –21

What percentage of children could swim 10 meters at the start of Y4 (2021 Leavers Cohort)	53 %
What percentage of children could swim 10 meters at the end of Y6 (2021 Leavers Cohort)	100%
What percentage of children could swim 25 meters at the start of Y4 (2021 Leavers Cohort)	27%
What percentage of children could swim 25 meters at the end of Y6 (2021 Leavers Cohort)	93% As of 1 st June 2021
What percentage of your Year 4 pupils could perform safe self-rescue in different water-based situations when they started swimming lessons in Y4. (2021 Leavers Cohort)	0%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year? (2021 Leavers Cohort)	35%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	<p>Yes – Unfortunately all highlighted in blue have been frozen this year due to Covid:</p> <ul style="list-style-type: none"> • Extra swim teacher and TA used in pool to help children with no water-confidence. • Weekly Booster swim lessons • Tracking system put in place to highlight weakest swimmers • Reward trips to water park to encourage love of swimming • 3 inclusive swimming galas organised every year and run. • School swimming trials run every year to raise profile of swimming • Letters to parents to encourage children to take children swimming. • Vouchers given to parents to take children swimming in hols.

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21		Total fund allocated: £20,989		Date Updated: May 2021	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					<p>Percentage of total allocation: £13900 67%</p>
Intent		Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:		Make sure your actions to achieve are linked to your intentions:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<ul style="list-style-type: none"> To improve children's fitness levels and well-being after returning to school from lockdown. 		<p>'Move in the Morning' 12 minute HIIT workout to every class in KS2, every morning.</p> <p>Purchase Two Bluetooth speakers</p>		<p>PE Coordinator £1000</p> <p>£200</p> <p>£5000</p>	
<ul style="list-style-type: none"> Providing targeted activities or support to involve and encourage the least active children. 		<p>Identify the children who have been the least active over the Summer 2020 Lockdown and provide extra support for getting them active.</p> <ul style="list-style-type: none"> Help build school garden Purchase of HR monitor to educate children of benefit of exercise on heart Work with parents to encourage regular exercise at home – put together an exercise plan. Use the NHS couch to 5K 		<p>Children's stamina and fitness levels have improved. Teachers noted an improvement in attitude to learning after exercise. Children feel they have more energy after session.</p> <p>Pupils fitness improved significantly. Parent reported the child had lost over a stone.</p> <p>Improvement of child's self esteem – reported by class teacher in lessons.</p> <p>Child's confidence in PE improved, resulting in the child returning to wearing PE kit and wanting to join in fully with PE lessons again.</p>	
				<p>Sustainability and suggested next steps:</p> <p>Ensure all teachers feel comfortable delivering the session, so teachers can continue with programme independently. TM to monitor.</p> <p>Identify pupils who have been the least active from the Winter lockdown 2021 and provide support to help them get back to being active.</p> <p>When it is safe for bubbles to mix, provide clubs and activities for the less active.</p>	

<ul style="list-style-type: none"> Encouraging active play during break times and lunchtimes To provide an opportunity for children to be active and 	<p>model to improve chns fitness and integrate them back into PE lessons.</p> <p>PE Kit purchased for children, where necessary.</p> <p>Purchasing of 2 New Playtime sheds for each site</p> <p>Play time equipment purchased to ensure children have access to active play at playtimes.</p> <p>Ensure enough staffing for playtimes & lunchtimes to ensure the whole of our outdoor space can be utilised for play. (especially important for bubbles).</p> <p>Breakfast & After-School Clubs – encourage children the opportunity of outdoor play, and provides all children the opportunity of a healthy breakfast & evening meal.</p> <p>Walking bus provided for children to walk to school from the Grove St. site to the Langton road site every morning and evening.</p> <p>School Sports clubs have been put on hold until it is deemed safe to</p>	<p>£500</p> <p>£1200</p> <p>£500</p> <p>£2000</p> <p>£2000</p> <p>£500</p>	<p>Chn’s understanding of the health benefits of exercise and the impact on things like his heart improved leading to an increase in self-motivation.</p> <p>Ensures all children have the ability to join in with PE lessons.</p> <p>Provide a wider range and choice of games that children can play at break times and lunchtime.</p> <p>Low numbers of Covid spreading in school. Therefore increasing the opportunity for children to participate safely in PE in their</p>	<p>TM to track and review with LP, ND and class teachers which children would benefit the most from the change4life clubs.</p> <p>TM to monitor equipment in the new playtime sheds and liaise with children to make sure the equipment is appropriate.</p> <p>Sports Leaders and ambassadors to be responsible for ensuring equipment is put away at the end of break times and that the sheds are kept organised.</p> <p>Continually assess the risk of Covid, following government guidance and offering more sport clubs when the risk is</p>
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<p>socialise with friends after school – post lockdown.</p> <ul style="list-style-type: none"> Raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2. Every child should leave primary school able to swim. 	<p>mix bubbles. The school has an excellent record of minimising the spread of Covid between children and therefore ensuring children stay in school. MAY 2021: TM organised two after-school clubs for Y5 & 6 Children</p> <p>Swimming has been under constant review this year, due to Covid. Once pools can open to school swimming – we will risk assess the situation. We have identified the children in Y6 who are the priority, once pools open.</p> <p>APRIL 2021: TM used the school's swimming tracker to identify the children in Y6 who can not swim and is taking them to booster swimming sessions</p>	<p>£500</p> <p>£500</p>	<p>bubbles.</p> <p>Over 100 children signed up for these two clubs, which had received very positive feedback from parents and children – allowing children to be active and social in a Covid Safe space.</p> <p>There has been a negative impact on the children who the school normally targets as weak swimmers, being able to swim by the end of Y6.</p> <p>Significantly reduced the number of Y6 children who will leave primary school not being able to swim a full length.</p>	<p>deemed low enough.</p> <p>Identify children who may benefit from a summer activity club.</p> <p>Extra provision put in place next year to help children who have fallen behind with their swimming this year.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement (Physical Education, School Sport & Physical Education). Percentage of total allocation: £3500 17%

Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> Develop strong, resilient and healthy attitudes towards playing competitive sport. 	<p>A comprehensive calendar of Inter-school tournaments.</p> <p>All children have the opportunity to play in at least one inter-house tournament run every half term in a</p>	<p>£1000</p>	<p>Covid-19 has reduced the opportunity for both inter-house and inter-school competitions and as a result reduced the impact. However, the purchasing of extra equipment has allowed tournaments to be played within</p>	<p>TM to continue overseeing inter-house tournaments and ensuring KS2 staff are running one every half term and noticeboards are updated – once covid-19 conditions allow.</p>

<ul style="list-style-type: none"> Equip children with the skills and values to become excellent sportspeople through the Norton Values of respect, determination, courage, inspiration, excellence, equality and friendship. Actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sport leader' or peer-mentoring schemes) Celebrate sporting achievement outside of school. Correct behaviour and attitudes in school to be rewarded by taking part in clubs and teams outside of school. 	<p>different sport. The winning team has their picture displayed on the noticeboard in the school corridor.</p> <p>Our schools values system which is based on the Olympic and Paralympic values are celebrated every week, and the winner of the weekly draw goes on an active school trip.</p> <p>These values are an embedded in our PE curriculum.</p> <p>Year 6 Sports Ambassadors & House Captains chosen every year based on their excellent commitment to sport and sportsmanship values. Each child is awarded a badge and photos to be displayed on the school corridor. These children have the opportunity to help run and organise tournaments as well as lead clubs at lunch-times.</p> <p>Folders set up for class teachers to drop photos of children's successes outside of school. To be printed off and displayed on noticeboard.</p> <p>TM to liaise with class teachers about children's attitudes and behaviour before choosing them for teams and clubs.</p>	<p>£500</p> <p>£500</p> <p>£500</p> <p>£1000</p>	<p>bubbles.</p> <p>Whole school assemblies have not been able to take place this year due to Covid-19 and active school reward trips have not been able to take place. Therefore the impact of the Norton Values system has been reduced.</p> <ul style="list-style-type: none"> ✓ Children have said that they feel proud to represent the school. ✓ Children see it as important to win their house competitions but ultimately good sportsmanship is the most important. ✓ Children are nervous but excited to go up in assemblies to collect their certificates. ✓ Improved behaviour to ensure they get the chance to play in the tournaments. ✓ Children comment that playing sport is part of an active healthy life ✓ Children feel proud to see their picture in the corridor. ✓ Children aspired to be sports and house captains in Y5 ✓ Increased number of pieces of homework handed in due 	<p>TM to continue managing the Norton Values system – ensuring staff receives training on how the system works. Ensure a weekly draw takes place every week at both sites and a trip is planned each term for both sites – once Covid restrictions allow.</p> <p>TM to monitor the Covid-19 situation and re-instate the implementation process when it is safe to do so.</p> <p>TM to liaise with the Head and Class teachers to select appropriate children to be good role models, as Sport Ambassadors and House Captains.</p> <p>TM to update Display boards regularly.</p> <p>TM to liaise with class teachers regularly on children's behaviour.</p>
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<ul style="list-style-type: none"> embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching 	<p>Play time equipment purchased to ensure children have access to active play at playtimes.</p> <p>Breakfast & After-School Clubs – encourage children the opportunity of outdoor play, and provides all children the opportunity of a healthy breakfast & evening meal.</p> <p>Walking bus provided for children to walk to school from the Grove St. site to the Langton road site every morning and evening.</p>	<p>As above</p>	<p>to trips and clubs incentives.</p>	<p>TM to monitor stocks of playtime equipment.</p> <p>HP to ensure breakfast and after-school clubs have a wide range of sports equipment to play with.</p> <p>HP to organise the daily walking bus.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£6250 30%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Teacher's feel confident in teaching PE in a Covid Safe environment. Providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school. 	TM to use the current government guidance and the school policy to create risk assessments for staff about what activities can be safely taught to minimise the spread of Covid-19.	£2500	Staff felt comfortable leading PE sessions safely, whilst minimising the risk of spreading Covid-19 but ensuring that PE lessons remained active, fun and of a high standard.	TM to regularly update staff on government and school policies with regard to PE and what activities are Covid safe to do.
	TM to continue to team teach with members of staff across different year groups.	£2500	Teachers feel more confident teaching PE and understand the importance of the subject – resulting in the children getting better physical education.	TM to continue to team teach with members of staff across different year groups.
	TM to provide mentoring to staff where needed.	£500	Teachers regularly using TM for questions and clarity of PE lessons	Teachers to complete a questionnaire about the areas of PE they would like professional development.
	TM to lead two staff training sessions per term on teaching P.E.	£250	Teachers becoming much better at following the 90% - 10% active ratio in lessons.	Purchasing of appropriate PE equipment.
	TM to do a yearly inventory of PE equipment and purchase high quality equipment where necessary.	£250	Ample equipment has increased the amount of active time children have in lessons leading to more progress being made.	Effective line markings for winter and summer have been carefully designed to help maximize the use of space and help teachers in their delivery of PE lessons.
	Effective line markings for winter and summer have been carefully designed to help maximize the use of space and help teachers in their delivery of PE lessons.	£250	Better differentiated lessons using	

			the three pitch structure TM has promoted. Children more active in lessons as larger playing areas have been marked out for lessons.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £4700 23%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To ensure children can continue to enjoy a full range of sporting activities in their class bubbles Partnering with other schools to run sports and physical activities and clubs Ensure all children have the opportunity to ride a bike before leaving primary school 	<p>In response to Covid-19 - the school has purchased extra PE equipment, which has ensured that Physical Education standards have maintained high, whilst not compromising the safety of pupils by sharing equipment.</p> <p>Sport tournaments have taken place inside class bubbles, as covid-19 has restricted the partnering with other schools.</p> <p>The school has participated in the SGO's virtual competitions throughout the year.</p> <p>Extra money has been spent on upgrading the school's fleet of</p>	<p>£1000</p> <p>£500</p>	<p>Children have been able to keep fully active in PE lessons with the additional purchasing of PE equipment. Ensuring that equipment was not shared between bubbles and therefore reducing the potential spread of the virus.</p> <p>The negative impact caused by children not being able to play competitive sport against other schools has been reduced by purchasing enough equipment so children could play tournaments safely in their classes and by participating in virtual tournaments.</p> <p>Ensuring that all children can ride</p>	<p>TM to monitor the Covid-19 situation and when restrictions allow:</p> <p>Coaches MUST BE attached to a community sports club. Independent coaches will not be used.</p> <p>CJ & TM timetabled once a week to run cycling sessions</p>

<p>Provide some of the less active children with the opportunity to garden.</p> <ul style="list-style-type: none"> • Design after school clubs around the sports they want to do. • Provide a Covid Safe space for children to play sport and socialise with friends again. 	<p>bikes – to ensure that children have been able to complete their L1 and L2 Cycle Awareness Courses.</p> <ul style="list-style-type: none"> • Additional time has been spent on cycling this year to catch up on last summer’s missed sessions. • CJ has run Booster Cycling sessions to ensure all Y6 children can ride a bike before leaving Primary school. • TM to organise Tour de Norton bike event for Y6 • Certificates for chn who pass their L1 & L2 course <p>The building of a new school garden at Langton road.</p> <p>Purchasing of plants, compost etc</p> <p>TM to conduct a survey across all year groups about which clubs they enjoy and which they would like to do in the future.</p> <p>TM setup an After School sports and social club for Y5 & Y6 children</p>	<p>£3000</p> <p>£200</p> <p>£0</p>	<p>a bike safely before finishing Y6 and nearly all being able to ride a bike safely on the road before leaving primary school.</p> <p>Provides children with a skill for life – being able to ride a bike</p> <p>Provided a socially distanced activity for some less active pupils to improve their health & fitness.</p> <p>Increase in the number of children attending after-school clubs. Help identify the type of clubs both PP and the least active would like to join.</p> <p>Huge uptake of</p>	<p>every Thursday morning.</p> <p>TM allocated time to plan and organise the event.</p> <p>Maintenance of school bikes by TM & CJ</p> <p>TM to track children’s cycling progress</p> <p>TM to run a gardening club at LR.</p> <p>ND to run gardening clubs at GS</p>
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<ul style="list-style-type: none"> All Y5 children have the opportunity to experience camping and bush craft activities. Y6 children to have the opportunity to experience a range of outdoor & adventurous activities on a Y6 Residential. Children have access to good quality sports equipment - to play a wide range of sports 	<p>TM to organise Y5 camp in accordance with the COVID guidance.</p> <p>TM to organise with the East Barnby residential trip, in accordance with COVID guidance</p> <p>Purchasing of high-quality sports equipment</p>	<p>£0</p>	<p>Under review with COVID</p> <p>Under review with COVID</p> <p>Children have much better experience of playing a range of sports with the correct equipment.</p>	<p>TM to be given time to plan and co-ordinate the Y5 camp. PP children are offered a free place on the trip</p> <p>TM to be given time to plan and co-ordinate East Barnby residential. PP children are offered a free place on the trip</p> <p>TM to regularly audit PE equipment</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£2000 10%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> increasing and actively encouraging pupils' participation in the School Games To participate in personal best challenges, which limits contacts organising, coordinating or entering more sport competitions or tournaments within the school or across the local area, including those run by sporting organisations A competitive Sports Week, where children can compete and win certificates and badges both as individuals and as House Teams. 	<p>Purchasing of extra equipment to allow sport tournaments to be run safely inside class bubbles.</p> <p>Virtual tournaments organised by the SGO have been entered.</p> <p>When Covid-19 Restrictions allow enter inter-school tournaments.</p> <p>A Covid safe sports week for all year groups to be organised by TM</p>	<p>£1000</p> <p>£1000</p>	<p>The impact of Covid-19 has reduced the ability to play competitive sport both inter-school and inter-house. However, competitive tournaments have been set up safely in class bubbles – which has had significant impact on reducing the spread of covid-19.</p> <p>Children have enjoyed participating in the virtual competitions and which has helped improve their independence at achieving their best.</p> <p>Everyone in school having the chance to both compete and spectate in competitive sport. Y6 pupils have the opportunity to help organise and officiate.</p>	<p>Sept 2021 – Post Covid restrictions:</p> <p>TM to continue organizing the Interhouse tournaments for KS2 and develop teachers so they feel confident leading them.</p> <p>TM to organise inter-school KS2 tournaments with local schools and liaise with Norton College with regards to hosting the competitions there.</p> <p>Maintenance of school mini-bus.</p> <p>Join the Malton Partnership for Intra-school tournaments</p> <p>TM to monitor the COVID situation and plan in accordance to government guidance.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	